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ABSTRACT

Program accomplishments for 1982-86 and plans for 1987-91 are summarized in this report. The third cycle (1982-86) program areas discussed are: (1) universalization of education (access to education at first level by both formal and nonformal means); (2) education for promotion of scientific and technological competence and creativity; (3) education and work; (4) education and rural development; (5) educational technology with stress on mass media and low-cost instructional materials; (6) professional support services and training of educational personnel; and (7) cooperative studies, reflections and research related to educational development and future orientations. New areas suggested for expansion of APEID activities are discussed and include urban education, educational administration, programs for out-of-school youth and women, new communication and information processing technologies, distance education, and nutrition education. The final section of the report considers the mechanism of APEID, its institutional framework and modalities of action, and its complementarity with the new Asia-Pacific Programme of Education for All (APPEAL). Appendices provide the meeting agenda and a directory of participants. (JHZ)

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Tenth Regional Consultation Meeting on the Asia and Pacific Programme of Educational Innovation for Development

Bangkok, 20 - 27 May 1986

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TENTH REGIONAL CONSULTATION MEETING
ON THE
ASIA AND PACIFIC PROGRAMME
OF EDUCATIONAL INNOVATION
FOR DEVELOPMENT

Bangkok, 20 - 27 May 1986

F I N A L R E P O R T

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BKA/86/M/424-1500

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Mr. Anand Sarup

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Prof. Haruo Nishinosono

Rapporteur-General

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Rapporteurs

Mr. D.A. Perera

Dr. Lourdes Sumagaysay

FOREWORD

A combined meeting of the Tenth Regional Consultation Meeting (RCM) on the Asia and Pacific Programme of Educational Innovation for Development (APEID) and the Regional Experts Meeting on the Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in Asia and the Pacific was held in Bangkok on 20-27 May 1986. The purposes of the combined meeting were to provide the opportunity for experts from Member States to review the work of APEID during its third programming cycle (1982-1986), to define new directions of APEID for the fourth programming cycle (1987-1991), and to consider and prepare the draft Regional Plan of Action for the Regional Programme for the Universalization and Renewal of Primary Education and Eradication of Illiteracy in Asia and the Pacific. This Regional Programme is to be known as the Asia-Pacific Programme of Education for All (APPEAL).

The Meeting was then formed into a Programme Development Meeting (PDM) which was held from 28 May to 2 June 1986. Based on the suggestions and recommendations of the two meetings mentioned earlier, the PDM prepared the Work Plan of APEID activities for its fourth cycle (1987-1991), and those of the new Asia-Pacific Programme of Education for All (APPEAL).

The reports of the meetings have been published in four co-ordinated and inter-related volumes. The report of the Regional Consultation Meeting contains the findings of the Tripartite Review of Project RAS/82/015, the overall review of the progress of APEID during 1982-1986, and the recommendations concerning new directions of APEID for the fourth programming cycle, particularly its programme areas of concentration.

The report of the Regional Experts Meeting on the Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in Asia and the Pacific records the considerations on the new programme and proposals for its implementation.

The third and fourth volumes contain the detailed Work Plans of APEID for its fourth cycle, and of APPEAL for its first cycle.

CONTENTS

Part One	:	Introduction	1
Part Two	:	Evaluative review of the third cycle of APEID (1982-1986)	9
Part Three	:	New directions of APEID for the fourth programming cycle (1987-1991) - identification of programme areas of concentration	23
Part Four	:	The mechanism of APEID, its institutional framework and methods of operation during the fourth programming cycle	33
Annexes	:		
Annex I	:	Agenda	39
Annex II	:	Addresses	40
Annex III	:	List of participants	50
Annex IV	:	Members of the Working Committee . .	56
Annex V	:	List of documents	57

Part One

INTRODUCTION

Background

1. The Fifth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V), which met in Bangkok in March 1985, passed two recommendations which relate to major regional programmes of Unesco in Asia and the Pacific. It recommended to Unesco "to expand its support to APEID and to enhance its capabilities to create and develop new modes of operation for inter-country co-operative action and respond effectively to the new directions of educational development in the region" (Recommendation No. 2), and recommended to the Director-General of Unesco "that he study the possibility of proposing, in the next biennial programme and budget of Unesco, the launching of a regional programme to promote solidarity among the Member States through co-operative endeavour designed to eradicate illiteracy before the end of the century, by co-ordinated efforts directed towards the universal provision and renewal of primary education, coupled with literacy work among adults" (Recommendation 10).

2. The 23rd session of the General Conference of Unesco referred to these recommendations, and passed Resolution 2.3 which authorized the Director-General "(a) to take any further steps he may deem necessary, within the framework of the Organization's Programme and Budget for 1986-1987 and the limits of the available resources, to facilitate the launching of the regional programme for universal provision and renewal of primary education and eradication of illiteracy in Asia and the Pacific; (b) to consider ways and means of affording high priority to this programme in subsequent budgetary periods".

3. In the interest of ensuring co-ordination and complementarity between these two programmes, two regional experts meetings were jointly organized to advise the Director-General of Unesco on the content and implementation of the programmes.

4. The Asia and Pacific Programme of Educational Innovation for Development (APEID) is completing its third programming cycle (1982-1986) in December 1986, and will be entering its fourth cycle in 1987 which will last until 1991.

5. APEID is a co-operative programme involving at present 24 member countries of Asia and the Pacific, of which 22 participated in this meeting. Provisions have been made for regular consultations with senior officials and heads of selected Associated Centres from the participating countries through the mechanism of Regional Consultation Meetings (RCMs). The present Regional Consultation Meeting is the tenth in this series.

6. The Regional Experts Meeting on the Regional Programme for the Universalization and Renewal of Primary Education and Eradication of Illiteracy in Asia and the Pacific was the first regional consultation with Member States on this programme. The purpose of this experts meeting was to consider and prepare a draft document "Asia-Pacific Programme of Education for All (APPEAL)". For this specific purpose, member countries were invited to nominate experts in the fields of primary education, literacy and continuing education, as well as in other areas covered under APEID.

7. This combined meeting eventually formed itself into a Programme Development Meeting to prepare the work plan of APEID's activities for its fourth cycle (1987-1991), and to develop a plan of operation for the proposed new Asia-Pacific Programme of Education for All (APPEAL).

8. The meeting took place at the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), Bangkok, from 20 to 27 May 1986.

9. The tasks of the Tenth RCM, convened in the final year of APEID's third cycle (1982-1986), were to review and evaluate the activities undertaken within the framework of APEID during its third cycle, and to consider priorities and mechanism for APEID's fourth-cycle operations.

10. This Consultation Meeting also served as a Tripartite Review (TPR) by UNDP, Unesco and the Member States of the work of APEID as assisted by UNDP.

11. Prior to the meeting, extensive preparatory work, based on consultations with Member States through an evaluation questionnaire and the findings of two evaluation teams commissioned to assess the effectiveness of APEID actions during its third cycle, was done. Twenty out of 24 participating Member States, in consultation with their Associated Centres, responded to the evaluation questionnaire. The analysis and synthesis of these responses presented as working documents and the detailed reports of the two evaluation teams on their visits to selected countries were made available to the meeting as basic materials for the TPR and evaluative review of the third cycle of APEID.

12. The evaluation questionnaire also asked the participating Member States to indicate new directions and new thrusts they would like to see for the promotion of educational innovations responding to their identified national needs. These were presented to the meeting for consideration for the fourth programming cycle of APEID, particularly in terms of areas of concentration and changes, if any, in the institutional framework and modalities for APEID's fourth programming cycle.

13. The Regional Experts Meeting was requested, in turn, to consider the regional plan of action for the regional programme for the universalization and renewal of primary education and eradication of illiteracy in Asia and the Pacific, and to suggest guidelines for the development of a detailed plan of action.

14. The working document, Asia-Pacific Programme of Education for All (APPEAL), was prepared by the Secretariat based on the deliberations of a technical meeting of experts convened by the Unesco Regional Office for Education in Asia and the Pacific (ROEAP) in January 1986.

15. APPEAL is the third regional project for universalization of primary education and eradication of illiteracy initiated by Unesco. In 1981 a "Major Project" was approved for Latin America by the Unesco General Conference, and in 1983 a similar effort was initiated for the African region of Unesco. The Asia-Pacific Programme of Education for All has been drafted in the light of the experiences of its two predecessors, but has taken into account the particular needs of this region which, as was pointed out during MINEDAP V, contains the largest number of illiterates.

16. The Agenda of the meeting is at Annex I.

Participation

17. The meeting was attended by 46 participants and observers from Afghanistan, Australia, Bangladesh, China, Fiji, India, Indonesia, the Islamic Republic of Iran, Japan, Lao People's Democratic Republic, Malaysia, Nepal, New Zealand, Pakistan, Papua New Guinea, Philippines, Republic of Korea, Samoa, Socialist Republic of Viet Nam, Sri Lanka, Thailand and Tonga. Three observers from national and regional organizations also attended the meeting.

18. The list of participants is at Annex III.

Inauguration

19. The meeting was inaugurated by H.E. Mr. Chuan Leekpai, Minister of Education, Government of Thailand. In his inaugural address, the Minister referred to a long and close association between educational institutions of Thailand and APEID. He indicated that APEID, as a regional mechanism, has been an important catalyst in creating in this region a large and cordial community of educationists and a valuable pool of resources - physical, human and intellectual, which Member States may benefit from and contribute to at the same time. He appreciated that APEID has been determined to evaluate its own performance, to assess the degree in which it has achieved its objectives, and to seek directions for its future operations.

20. Referring to the proposed new programme, APPEAL, the Minister indicated that the rapid response by Unesco to the recommendations of MINEDAP V pleased him.

21. The Minister finally described the efforts being made by the Government of Thailand in regard to universalization of primary education and literacy, and hoped that the experiences gained by Thailand will be of some use to the other participating countries. Thailand will always be happy to share with other Member States through the regional co-operation mechanism.

22. Welcoming, on behalf of the Director-General of Unesco, the Honourable Minister and the participants of the meeting, Mr. Makaminan Makagiansar, Assistant Director-General for Co-ordination of Unesco Activities in Asia and the Pacific, stressed that it is the Member States that make Unesco, as it was in the past, is at the present and will be in the future. He acknowledged that the participation of so many eminent educationists in this meeting enhances the intellectual function of Unesco, and that through the constructive deliberation of such activities as the present one, the aim assigned to Unesco in its constitution of helping to "maintain, increase and diffuse knowledge" is being pursued incessantly.

23. Expressing his deep sense of gratitude to the Minister of Education for accepting the invitation to address the inaugural session, Mr. Makagiansar also expressed his thanks for the co-operation received by ROEAP from the Thailand National Commission for Unesco and the continued support from UNDP. The Assistant Director-General for Co-ordination highlighted that the present event is of exceptional importance, as it is composed of a cluster of meetings which will enable this region to mark the beginning of a new major Asia-Pacific Programme of Education for All, which will be known as APPEAL.

24. Referring specifically to APEID and its past performance, he indicated that APEID has become fully rooted in the activities of the Member States following their aspirations and objectives, and has helped Unesco develop new patterns of regional co-operation.

25. He reminded the meeting that innovation is not conceived as an end in itself, but as a means to bring about educational changes which are carefully designed and meaningfully directed towards clear objectives. He hoped that the fourth cycle of APEID, with the benefit of the important intellectual contributions of the present meeting, would bring further regional co-operation in education in areas of priority which need innovative approaches. The point was made that any system of human endeavour, in order to succeed and survive, requires an injection of innovative approaches. In making innovation the central dynamic force, APEID has shown that it is able to achieve its objectives.

26. Referring to the APPEAL programme, Mr. Makagiansar drew attention to the magnitude of the task, particularly the increasing number of illiterates (618 million in 1985) in this region. In order to start to attack this problem with greater vigour, a comprehensive regional programme, under the acronym of APPEAL, to provide for a co-ordinated set of actions relating to UPE, literacy and continuing education, has been developed. He went on to say that literacy, at the level of individuals, is a lifetime commitment, and that unless people continue to use and further develop these literacy skills, the advantages of becoming literate are lost.

27. The Assistant Director-General for Co-ordination made reference to decisions by the Unesco General Conference, the highest decision-making body of the Organization, which have led to the creation of the APEID and APPEAL programmes. The two are distinctly different in character, and each will require to maintain an individual identity. Their work, however, needs to be harmonized so that they can become mutually supportive.

28. The successful implementation of the new programme, APPEAL, will require massive actions on a large scale by the Member States, and that APEID, on its part, will need to provide the support of the community of educationists, under its umbrella, who are dedicated to the generation of innovative ideas to tackle emerging challenges.

29. In elaborating further on what had been stated during the inaugural, Mr. Makagiansar stressed the international character of Unesco as an organization, and the consequent concept of the staff as international civil servants. He offered that, given his own responsibility for co-ordinating in Asia and the Pacific not only

the work of the education sector, but of the other sectors covered by Unesco as well, he could assure the Member States that the Unesco Secretariat, through its Regional Office for Education in Asia and the Pacific, would do its utmost to adequately serve these two crucial programmes.

30. Associating himself with the welcoming remarks of the Assistant Director-General for Co-ordination, Mr. A. Chiba, Deputy Assistant Director-General for Education, Unesco, informed the meeting that the Director-General, in his reply to the recent general policy debate of the Executive Board, expressed his hope that the adoption of APPEAL as a major regional programme will contribute to the eradication of illiteracy and universalization of primary education in this most populated region of the world.

31. He further informed the meeting that improvement of the educational map of the world depends very much on the performance of this region in which reside three-fourths of the world's illiterate population. He told the meeting that the General Conference of Unesco wishes to proclaim an International Literacy Year and to formulate a comprehensive strategy for the eradication of illiteracy as an essential element of Unesco's Third Medium-Term Plan.

32. Mr. Chiba observed that APEID has effectively contributed to the birth of similar co-operative programmes in other parts of the world, and itself has matured as a prestigious programme of the Member States and Unesco in this region.

33. In clarifying the need to have two separate programmes (i.e., APEID and APPEAL), he indicated, during the inaugural session and in the following plenary session, that APPEAL would be an integral part of a global strategy of Unesco, and that it follows the establishment of similar programmes for Latin America and Africa, each programme being adapted to regional needs. He explained that APEID and APPEAL are mutually supportive and reinforcing. While APEID will seek continuing innovation and renewal of educational development, APPEAL will address itself to the critical and urgent operational tasks of achieving UPE and literacy with specific target dates in mind. The present meeting will mark an important milestone in the history of regional co-operation in education. Mr. Chiba suggested that APPEAL may be viewed as a renewal of the spirit of the Karachi Plan in a new context.

34. While Unesco hopes to make use of existing regional and national mechanisms for both programmes, there are substantial advantages in maintaining the separate identities of the two programmes. Each may have different ways and means of being

carried out by the participating countries, and each will attract international support from different sources. Therefore, by having two separate but inter-related programmes, Unesco could be most effective in ensuring the success of both APEID and of APPEAL. Finally he assured the meeting that Unesco will do everything possible, within its means, to provide its full support and to ensure the success of these two programmes.

35. In his statement, Mr. David M. Thorup, the Deputy Regional Representative of UNDP, attending the meeting on behalf of the UNDP Regional Representative, said that UNDP has always been pleased to participate with Unesco in the jointly sponsored project, APEID, devoted to promoting regional technical co-operation in educational innovation. With UNDP's assistance, APEID had been able to tackle some very challenging and important issues in educational innovation. UNDP believes that APEID has been able to respond successfully to the changing needs of the member countries, largely because APEID is not an institution, but a network which facilitates inter-country co-operation through mutual self-help and activities which are implemented through National Development Groups and Associated Centres.

36. To further strengthen the APEID network and the development of national capabilities, Mr. Thorup suggested that UNDP would like to see more decentralization of project activities and responsibilities to selected national centres of the network. Through this, the national capabilities for the development and implementation of innovations in education systems would be enhanced. He further indicated that UNDP would like to encourage APEID, in the forthcoming cycle, to focus particularly on development of educational programmes designed for out-of-school youth and women, as well as on innovations in the area of education for work.

37. The complete texts of the four addresses are in Annex II.

Officers of the meeting

38. The meeting unanimously elected Dr. Kowit Vorapipatana (Thailand) as Chairperson; Mr. Anand Sarup (India), Dr. W.P. Napitupulu (Indonesia), Mr. Jogi N. Guivalu (Fiji), Prof. Haruo Nishinosono (Japan) as Vice-Chairpersons; Miss Margaret Young (Australia) as Rapporteur-General; and Mr. D.A. Perera (Sri Lanka), Dr. Lourdes Sumagaysay (Philippines) as Rapporteurs. The Secretaries for this meeting were Mr. J. Beynon (as General Secretary), Mr. F.L. Higginson, Mr. H.K. Paik and Mr. T.M. Sakya.

Working methods of the meeting

39. All the agenda items of the meeting were deliberated in the plenary sessions. The meeting held a total of 12 plenary sessions in which it considered the various items of the agenda proposed for its consideration. A Working Committee of 13 persons was appointed to assist in preparing the agenda and drafting discussion papers for agenda items 5 and 6. The list of members of the Working Committee is at Annex IV.

40. In order to reflect the distinctive character of the two programmes, APEID and APPEAL, the meeting decided to present its deliberations in two separate reports with common elements to highlight the inter-linkages between the two programmes.

41. Finally, it should be recorded here that throughout the meeting the special conditions pertaining to small states, especially small island countries within the region, were enunciated. it was clearly acknowledged that some APEID activities should be specifically directed at the particular needs of the small states.

42. The two draft reports with the common introductory chapter, conclusions and annexes, were considered in the final plenary session of the meeting, and were adopted with modifications to be incorporated in the final report. The two draft reports will be utilized by the Programme Development Meeting to be held from 28 May to 2 June 1986 to develop the work plans for the two proposed programmes.

Part Two

EVALUATIVE REVIEW OF THE THIRD CYCLE OF APEID (1982-1986)

1. As a co-operative network of Member States, APEID's responsibility is to design, develop, implement, and evaluate its programme through the individual and joint activities of its Associated Centres and other allied institutions.

2. Evaluation is carried out on a regular basis during and at the conclusion of each cycle. This evaluative review has been jointly conducted by UNDP, Unesco/ROEAP and the Member States in the Regional Consultation Meeting. It consists of two parts:

a) A Tripartite Review (TPR) of Project RAS/82/015 (UNDP-assisted component of APEID); and

b) An overall review of the progress and performance of APEID during the third-cycle period (1982-1986).

Terms of reference

3. In consultation with UNDP, it was agreed that this evaluative review should also serve as a Tripartite Review:

a) of the past and on-going project activities and outputs in terms of the project objectives incorporated in the Project Document and the recommendations of the previous TPR;

b) of the factors which have facilitated or impeded the implementation of the objectives of the project, the areas and strategies for collaboration within the APEID programme as a whole, and with other UNDP country projects and those outside the UN system at the national and regional levels; and

c) to formulate recommendations for future action of the UNDP-supported activities.

4. For its overall review the meeting should assess the work undertaken by APEID, including activities funded by sources other than UNDP and those carried out in 1986.

Documentation and preparatory work for this review

5. The major working documents which were used as the basis of both the Tripartite Review and the overall review are listed in Annex V. They include the evaluation report of the third programming cycle of APEID (1982-1986) which provides an analysis of the evaluation questionnaire completed by the participating countries about their involvement during the third cycle of APEID, and the observations and conclusions of the two 'Evaluation Teams' which visited selected countries to evaluate the impact of the Programme on the national innovative educational programmes.

Review proceedings

6. The Secretariat identified the various documents and their respective importance and inter-relationships. Recommendations arising from the Tripartite Review held in 1984 had argued strongly for greater emphasis on:

i) Universalization of primary education; and

ii) Promotion of scientific and technological competence and creativity.

7. These programmes had been identified very clearly as serving the most pressing needs, particularly in countries where illiteracy remains the predominant challenge to be met.

8. It was noted therefore that in 1985, in accordance with these recommendations, 66 per cent of the available UNDP funds were directed towards work in these two named programmes.

9. The major findings of the recent evaluation of APEID's work in the period 1982-1986 were acknowledged as a general confirmation of the relevance of the programme areas and methods of operation. In certain individual cases, depending upon the current level of development of particular Member States, some programme areas are, of course, of less immediate importance. It is a strength of APEID that its range of focus areas and activities allows for flexibility and choice in Member States' commitment and involvement within the whole programme.

10. The representative of the Assistant Director-General for Education of Unesco stated that APEID has provided a model for regional co-operation, and that other regions, e.g., Africa, Southern Europe, Latin America and the Caribbean, have developed their own mechanisms for regional co-operation along similar lines. He stressed that APEID had made its name because of its existence as a network of Member States who co-operatively determine their needs and priorities for educational innovation and develop their own responsive programmes.

11. The representative of UNDP explained the legal necessity and purpose of the Tripartite Review (TPR), and stressed that UNDP support is not given on a continuing basis, but for particular programmes whose past effectiveness and capacity to meet new priorities have been determined by due processes of review. APEID's co-operative and responsive nature, its reciprocity in facilitating mutual learning and the development of self-reliance, and its capacity to undertake innovations and transformations in developing new policies and practices, were all highlighted. APEID had already contributed significantly to the extension of education to disadvantaged groups, to science education, to vocational education and work experience, to the development of low-cost materials and equipment for teaching, and to support services.

12. While supporting the general thrusts of the seven programme areas in the third cycle, UNDP would like to see particular emphasis given to the following in the fourth cycle:

a) decentralization of programme activities to reflect and respond to particular national and sub-regional needs, and to enhance the capacity of National Development Groups and Associated Centres to identify needs and implement innovative programmes;

b) the continued development of educational programmes, particularly non-formal education, designed for girls and women and out-of-school youth, and addressing especially issues related to the world of work, moral and values and the education of the whole person.

13. UNDP allocated just under US$2,000,000.00 to APEID programmes in the third cycle, and the projected allocation for the fourth cycle is likely to be approximately US$2,200,000.00. The importance of efficiency and accountability in the use of these funds was emphasized.

Evaluation of APEID activities in the third programming cycle (1982-1986)

14. This evaluation was supported especially by two major working documents (see Annex V - WD.5 and WD.8) which represent an input to the review through 20 Member States' responses to the evaluation questionnaire and the findings of the two evaluation teams led by Prof. Phillip Hughes of Australia (Team I) and Dr. Ran Soo Kim from Republic of Korea (Team II) who visited, respectively, the following selected countries:

Team I : China, the Philippines and the Republic of Korea

Team II: Pakistan, India, Nepal, Bangladesh and Thailand.

15. Introductory statements were made by the Evaluation Team leaders and members of their teams, followed by comments and submissions from the participants.

Findings of the Evaluation Teams

16. Both teams indicated that their findings were based on formal discussions with government officials, representatives of National Development Groups and Associated Centres, and on less formal personal meetings and observations at the "grassroots" level with, for example, educational researchers, classroom teachers, parents and other APEID "clientele".

17. The three major aspects of the review which could form future developments of APEID programmes were outlined:

a) Basic thrust of APEID

i) Does the model developed over the past 12 years remain relevant and appropriate for the future?

ii) Is there a continuing spirit of innovation to cope with change?

iii) Is the programme as a whole in accord with national priorities?

b) Programme areas - Are the seven current areas

i) sufficiently comprehensive?

ii) sufficiently well focused?

iii) relevant to needs?

c) Structure

i) What are the inter-relationships between ACEID, APEID, the NDGs and the Associated Centres?

ii) What is the effectiveness of the modalities or methods of operation?

iii) What are the outcomes at national levels which might supply evidence of programme effectiveness and efficiency?

18. The visits were considered to be very instructive, and the findings contained in the evaluation report reflect the important contribution APEID has made to individual countries' resolve and capacity to improve their educational provisions.

19. Positive comments were made about: (a) the enthusiatic, candid and wide-ranging talks afforded by the evaluation visits; (b) the quantity and quality of programmes developed through APEID initiatives; (c) the commitment and attitudes of people involved in them; (d) the variety of approaches and mechanisms for professional development of teachers at both pre-service and in-service levels; (e) the noteworthy value of funds allocated as seed money at national levels and through Associated Centres as a strikingly good investment for future achievements; (f) the current and potential strength of APEID as an agent of innovation and change.

General conclusions and recommendations of the Evaluation Teams

20. The Evaluation Team leaders referred to their detailed conclusions and recommendations contained in their reports.

21. The conclusions, in summary, are as follows:

i) High value is placed on APEID by those connected with it through Associated Centres and by those who see the results of its activities - the people in Ministries of Education, in schools and universities.

ii) The multiplier effect of funds put forward by APEID is significant.

iii) APEID programmes, in initiating educational innovative enclaves, or "Think Tanks", in the region, have performed creative and integrative functions in facilitating new developments across the programme areas.

iv) The structure and modes of operation developed by APEID have proved their effectiveness, and with some modifications should remain the basis of the approach during the fourth programming cycle.

v) The development of APEID is such, now, that the spirit of mutual co-operation, the capacity for candid exchange and the climate of sharing generated by the network, provide favourable conditions for higher levels of intra-regional consolidation and communication.

vi) The time and climate, therefore, are right for greater priorities to be given to the further development of dissemination systems so that results of initiatives implemented at national levels might be made more widely available.

vii) The concept of mutual help has developed as a reality. There is common agreement among countries involved in the Programme that they both gave and received, and that they learned as much in the giving as in the receiving.

viii) The growth and success of APEID, together with staffing constraints arising from current cut-backs, place heavy burdens on ACEID staff. It is crucial now to seek ways of putting to better use on a wider basis those capacities and competencies which have been built up to such good effect.

22. The recommendations, based on the assumption that the basic philosophy and approaches should continue, are as follows:

Programme areas

i) The seven programme areas of the third cycle should be maintained in essence for the fourth cycle, with modifications in content and emphasis emerging from the points below.

ii) Universalization of primary education remains the major priority and should be continued, with attention being directed, as appropriate, to extension of literacy and improved quality of basic education.

iii) Science and technology education should continue to be given high priority including especially: (a) training of teachers, development of low-cost teaching and learning materials; (b) development of research-based and activity-oriented curricula; and (c) popularization and promotion of science among out-of-school youth.

iv) The use of educational technology, new information technology and mass media should be emphasized across all programme areas, as appropriate.

v) The relationship between education and the world of work should be examined further, with emphasis on special needs in: (a) selection and training of teachers for vocational and technical education; (b) processes of familiarizing children and youth with the world of work and related attitudes and skills; (c) non-formal education provisions which will open up opportunities as yet unavailable; and (d) distance education for the extension of formal systems to populations and personnel remote from usual centres of provision and to facilitate non-formal lifelong education.

vi) Education in rural areas should be integrated with community development through appropriate preparation of teachers and development of co-curricular programmes and teaching materials related to rural needs.

vii) Teacher training and professional development programmes should address themselves, particularly, to establishing new competencies to increase national capacities to respond to change. Special approaches in teacher education should be developed to cater for immediately important issues identified in the preceding recommendations.

viii) Research, co-operative studies and projects aimed at promoting innovations and central to effective development and evaluation should be emphasized.

Modalities, or methods of operation

ix) With regard to modalities or methods of operation, the overriding recommendation is concerned with the need for good communication and dissemination. APEID should make a major effort to strengthen the dissemination process, taking into consideration the following possible means:

- The development of a news digest which gives brief statements on developments in various centres and which could be of value to others;
- Where the original material is not in English, if felt to be of value, a translation service into English might be provided centrally. Translation from English into the language of a member country would be the responsibility of that country;
- The feasibility of a computer-based information service;
- Procedures for the dissemination of material listed in the news digest and judged to be of value to other countries;
- The development of a staff member to take particular responsibility for the identification and transmission of information on valuable materials, activities, to increase national capacities to assess innovations.

x) Whilst acknowledging that all existing modalities satisfy the range of objectives Member States wish to meet, those which should be further strengthened in the fourth cycle are:

- joint innovative projects, study group meetings, technical working groups;
- inter-country/inter-project study and exchange visits;
- mobile teams, attachments/internships.

xi) The selection, briefing and follow-up utilization of participants in APEID activities should be considered one of the most important and pivotal issues in ensuring the success of activities and their effective dissemination and follow-up at the national level.

xii) The continuing relevance of Associated Centres, and their quality of participation in APEID activities, should be monitored to ensure that appropriate expertise is represented for current and potential programmes, and that cost-effectiveness and efficiency are maintained.

Funding

23. Funding of APEID programmes is derived from UNDP, the regular programme budget of Unesco and Member States' voluntary contributions of cash and funds-in-trust, notably from Australia, China, India, Iran, Japan, New Zealand, Republic of Korea and Thailand.

24. An indication of the apportioning of funds to respective programmes and activities is contained below:

		Percentage of total UNDP contribution
i)	For Universalization of Education: Access to education at first level by both formal and non-formal means	22
ii)	For Education for Promotion of Scientific and Technological Competence and Creativity	22
iii)	For Education and Work	6
iv)	For Education and Rural Development	-
v)	For Educational Technology with stress on mass media and low-cost instructional materials	13
vi)	For Professional Support Service and Training of Educational Personnel	18
vii)	For Co-operative Studies, Reflections and Research related to educational development and future orientations (only during 1986)	6
viii)	For Inter-area activities	14

Participation

25. During the third cycle, 1,310 participants attended a total of 140 regional activities, and 3,546 participants were involved in 263 national activities.

Member States' response to review documents

26. Participants' interventions and submissions confirmed, with some specificity, the conclusions drawn from the evaluation questionnaire and the evaluation visits.

27. Discussion revealed a growing awareness across the region of the close interrelatedness among the APEID programmes of the third cycle and the need for recognizing clusters of programme areas within which common objectives can be served during the fourth cycle.

28. Likewise, in considering desirable new emphases and priorities emerging from the review, it was clear that certain common services and infrastructures would need to be augmented in order that regional and national capacities to respond would be increased.

Distance education

29. Distance education was a case in point. Its benefits were identified - including (a) in situ education; (b) popularity with teachers as a source of continuing professional development; (c) suitability for child learners as well as out-of-school youth, adults and lifelong education; (d) its increasing facilitation through new technology, satellites; (e) its democratization of higher education.

30. Clarification of pedagogical concepts underpinning distance education is necessary, especially in respect of adult learning styles and the different demands they place on teaching processes.

31. Distance education personnel and resources need to be made available to and through schools or learning centres, rather than to individuals, for maximum effectiveness.

32. The production of teaching packages and multi-media materials demands a high level of innovation and technical expertise.

33. Access to tertiary studies through distance education holds great potential in highly populated countries needing urgently to increase their teacher training output and to upgrade qualifications of teachers in distant settings.

34. Questions of the status and transferability of qualifications gained through distance education were addressed. The U.K. Open University's solution, at the post-graduate level, of setting very demanding standards is one attempt at increasing credibility of distance education graduates.

35. As in all education programmes, distance education methods of operation must reflect prevailing conditions in particular countries. For example, if books are not available in the national language, the bases of study must be provided through other means.

36. Distance education has particular potential for non-formal education which should play an increasingly important and visible role in meeting the needs of drop-outs, out-of-school youth and illiterate adults.

Dropouts, retention rates, motivation

37. Drop-outs, low retention rates, and poor motivation to complete primary schooling were items of some concern. Drop-outs at the third or fourth year of primary schooling, without alternative opportunities to consolidate their skills, frequently lapse into illiteracy.

Implications for teacher training

38. Since boredom and irrelevance of conventional primary schooling are often given as reasons for low retention rates, it was recognized that teachers and those responsible for their training must look again at developing more relevant and innovative curricula, methodologies, and learning materials.

The role of parents and the family

39. Some attention was given to the primary and on-going influence of parents and the family. The challenge of meeting resistance to schooling was acknowledged. Such resistance is particularly strong in rural areas where intensive family labour is essential for food production, or for viable cottage industries.

40. Ways of developing co-operation with parents and communities and demonstrating understanding of and respect for their integral responsibility in education must be sought if old barriers are to be broken down.

41. New styles of support for schools and teachers, and more sophisticated levels of supervision for the evaluation of the quality of primary education, are needed. Research and development in this area will be of crucial importance.

42. Some measures which have been adopted in one country to decrease some of the above-mentioned problems (paragraphs 37-41) include: (a) establishment of local management committees for primary schools demanding membership from the community and parent population; (b) parent-teacher associations; (c) clustering of schools for increased sharing of resources and ideas; (d) decentralized administration and sub-district education committees to enhance involvement and supervision.

Summing up the review

43. The importance to Member States of APEID's established programme areas and methods of operation has clearly been recognized and endorsed throughout all stages of the review. The success of APEID in generating significant and constructive educational innovations can be measured, in part, by increased national confidence and enhanced regional co-operation in the activities of the Programme.

44. The multiplier or ripple effects of many projects conducted under the auspices of APEID, or continuing at national levels independently, can only be appreciated at their points of impact, but must not be ignored.

45. The need to relate future programmes to issues arising from social, economic and technological change must be finely balanced with human values and cultural dimensions.

46. Innovations and projections about futures must be related to sound principles of education respecting the integrity of individuals, communities and Member States.

47. The desirability of decentralization for greater flexibility and more efficacious use of regional and national resources and expertise was espoused.

48. The importance of seeking educational innovations for enhancement of education for targeted populations - women and girls, out-of-school youth, disadvantaged populations - was highlighted.

49. The particular characteristics of small states and the challenges for implementation of development and change facing them, emerged as an issue requiring clearer focus and attention in the fourth cycle.

Appendix A to Part Two

Tripartite Review
RAS/82/015 - Asia and the Pacific Programme of Educational Innovation for Development (APEID)

SUMMARY OF THE STATEMENT BY MR. DAVID M. THORUP, REPRESENTATIVE OF UNDP

There is strong support for an satisfaction with APEID and a recognition that because APEID's priorities coincide with national priorities, APEID is a major development mechanism for countries of the region. There is full recognition that APEID's strength lies in its network structure.

Generally speaking, the objectives of the present project have been shown, through reassessment by the recent evaluation missions, to retain their validity. The objectives of the Pro.Doc. are given more focus, and made more forward-looking, in the list of seven priority areas for programme concentration which are listed in Working Document Eight.

This is one of several UNDP-supported projects where developed countries are active participants and discover that they also learn as much as they give, thus resulting in equality and mutuality at both ends of scale. UNDP is very pleased to see the strong initiatives by the Pacific Island countries to become fully involved and to increase their absorption of the development activities available through APEID, including also substantial assistance which is perceived to flow through the network concept, which can provide an important catalyst for such activities in the future.

UNDP believes that if APEID is to develop and be strengthened, it must decentralize as suggested repeatedly and emphasized in the interventions made by the participants to the Tenth Regional Consultation Meeting of APEID.

UNDP, in responding to the requests of the countries of the Asia and Pacific region, has included a project for Science and Technology Education in the fourth inter-country programme to be executed by Unesco. Meetings between Unesco and UNDP have resulted in this project being absorbed into APEID in recognition of APEID's ability to innovatively address educational needs of the region. Thus UNDP is gratified to hear from the participants at this Meeting such a strong need for APEID to address this important area of concern.

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Future programmes of work should attempt to be planned in a manner that would serve more than one of the overall objectives. There is a need to get policy makers to understand that education is not just to train the person for a job, which has been shown not to work, but rather to educate the person in order to have tools to create a better life for himself or herself, his/her family and country.

New emphases for the next phase may include education of values (moral education) and strong orientation towards a holistic approach towards education for development. In this sense, education is one component in a totality involving, in addition to education, the national economy and culture. Much precision should be exercised in defining literacy to ensure that it responds to the specific and varying national environments and needs. Non-formal education and education for work stand at the forefront of priorities for the immediate future.

The donations by participating countries and allocation of national resources are recognized and appreciated.

Part Three

NEW DIRECTIONS OF APEID FOR THE FOURTH PROGRAMMING CYCLE (1987-1991) - IDENTIFICATION OF PROGRAMME AREAS OF CONCENTRATION

Possible areas of concentration

1. The meeting discussed the continuing importance of the third-cycle programme areas which are: (a) Universalization of education: Access to education at first level by both formal and non-formal means; (b) Education for promotion of scientific and technological competence and creativity; (c) Education and work; (d) Education and rural development; (e) Educational technology with stress on mass media and low-cost instructional materials; (f) Professional support services and training of educational personnel; (g) Co-operative studies, reflections and research related to educational development and future orientations. Each received favourable comments, and there was no indication of desire to drop any of these areas of concentration.

2. A number of other areas for possible expansion of APEID activities and new directions under them were also considered. Possible new areas which were mentioned in the country responses included: urban education, educational administration, planning and management of education, higher education, non-formal education, programmes for out-of-school youth and women, new communication and information processing technologies, examination reforms, upgrading of technical education institutes, pre-school education, environmental and population education, distance education, restructuring of secondary education, and the inclusion of a greater number of activities under APEID on adult education, cultural education and morals/values education.

3. Other possible new areas were mentioned by the participants in the course of discussions in plenary sessions. These include: nutrition education, curriculum development for formal and non-formal education, educational delivery systems, development of space and equipment norms for schools, information management systems, training of para-professionals particularly for non-formal education programmes, appropriate technology including the use of solar energy, reading materials development, including use of the vernacular in teaching, special education, influence of the mass media on learning, formative evaluation and financial and physical resources for education.

4. The point was made that each country has its own national priorities, and when listed together in this way, the number of items is great. It was also pointed out, most carefully, that there are limitations to an approach where individual activities are listed and ultimately carried out in relative isolation.

5. To clarify the inter-relation of the various ideas, a model of education was presented which distinguished between social objectives, educational structures (formal and non-formal), infrastructure inputs, which are common to all. (See Figure 1).

6. The problem of how to develop a dynamic inter-relationship between the various programme areas was addressed, and several diagrams were presented which give one example of the relationship between certain aspects of education and its management (See Figures 2, 3 and 4).

7. The need for APEID to maintain the holistic approach to educational development was repeatedly supported by the participants. It was, consequently, concluded that no programme area could exist in isolation from others.

The "spirit of APEID"

8. Before determining a list of priority areas, the meeting took time to examine, once again, the "spirit of APEID", in order to identify why it is so well received by the Member States and to describe its main strengths.

9. In the well-established style of an APEID programme, there is a period of intense research and development work leading to a terminal stage when it can be demonstrated that the innovation is sufficiently proven to be applied and implemented on a larger scale. APEID programmes are designed to serve specific needs and are not meant to serve an entire education system on a long-term basis.

10. The meeting saw APEID as a mechanism to help shape education for the future. It should continue to promote innovations in education for development, and specially to cover the following two broad aspects of work:

i) The study of a particular field to describe the main features, identify the main issues, including the aspects about which action can be taken; and

ii) The development and testing of approaches which will help to resolve issues and solve problems and lead to improvement in the field. Development activities might include:

- preparation and exchange of personnel
- production of training programmes

Figure 1. Inter-relationship between social objectives, educational structures and infrastructural inputs

1. SOCIETAL OBJECTIVES

as defined by each country

2. TARGET GROUPS

those groups at which a particular educational programme may be aimed

- Rural areas
- Disadvantaged groups
- Women and girls
- Youth

3. EDUCATIONAL SYSTEM

Family

Formal structure

Non-formal structure

4. COMMON SERVICES AND INFRASTRUCTURE

required at all educational levels, both formal and non-formal

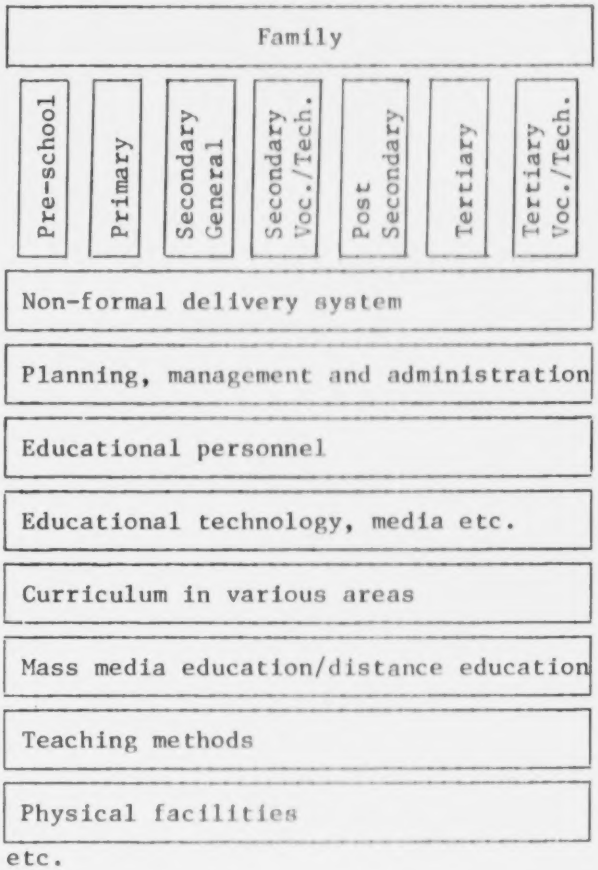


Figure 2. Planning for programme formulation and implementation

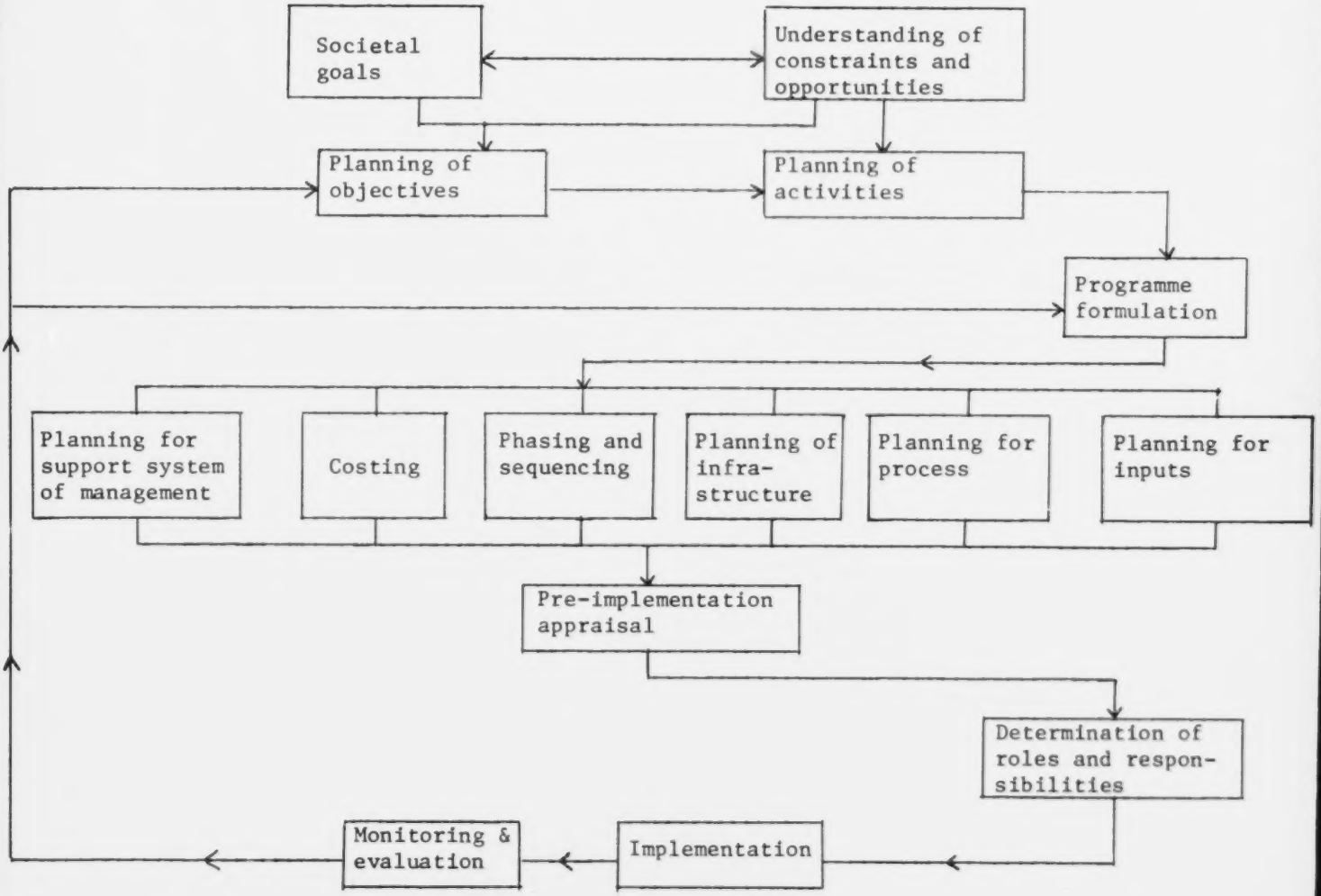


Figure 3. Linkages and sequencing of educational process

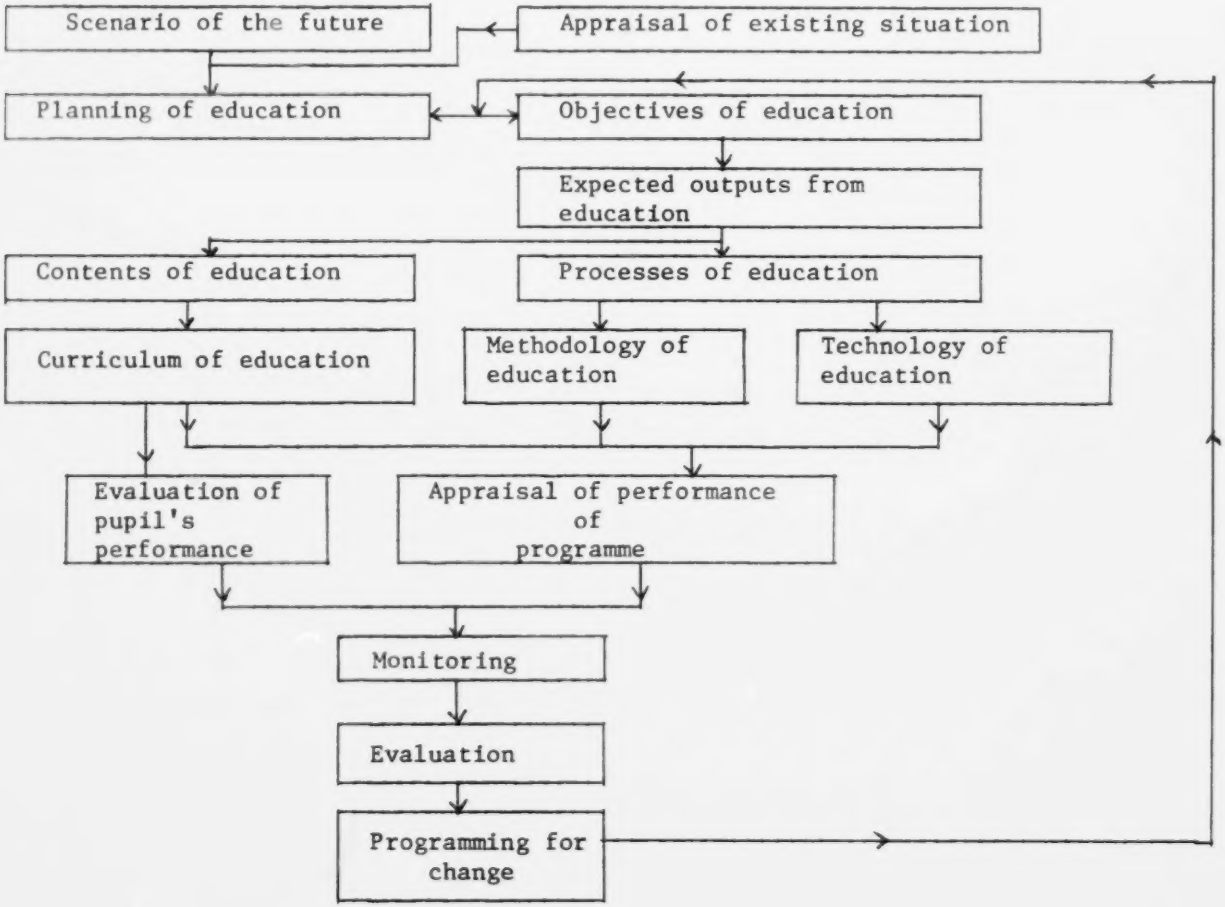
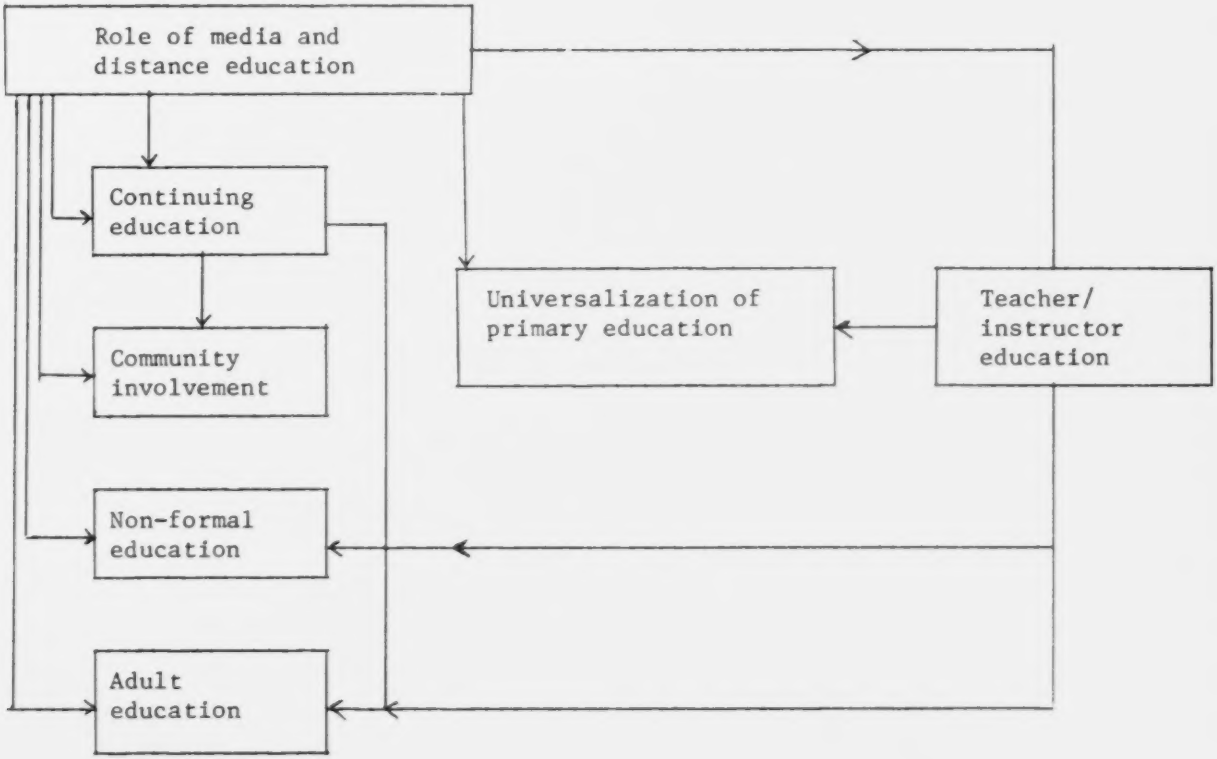


Figure 4. Role of media and distance education



- definition of strategies
- development of new teaching and training materials.

11. The meeting agreed that the implementation and use of these approaches, after testing, will be the responsibility of other regional programmes in ROEAP or agencies at regional and national levels.

12. The meeting also reconfirmed that the basic mission of APEID should be to keep on re-asserting the need for and facilitating change, and focus on the holistic approach to development.

Resources

13. Given the very large number of areas in which interest was expressed, it was necessary to examine the available resources, both from the point of view of the constraints imposed by the resources currently available to APEID, and the opportunities that could come from tapping into other resources.

14. As regards the latter point, the Secretariat explained the variety of programmes which already exist in the Unesco Regional Office for Education in Asia and the Pacific, but which are not currently covered under APEID. These include, inter alia, (a) educational planning, administration, and management; (b) educational facilities (including spaces and equipment); (c) higher education and a network of higher educational institutions which carry out distance education programmes; (d) population and environmental education; (e) vocational and technical education; (f) non-formal education; and (g) literacy.

15. Programmes in these areas can be carried out by Unesco through other mechanisms but keeping in mind suggestions made by the Tenth RCM. In that way, the result of the accomplishments of these programmes can be related to the work of APEID, and those who are involved in APEID can therefore benefit from these experiences. If specific needs for research and development work in these areas are identified, APEID could consider undertaking it.

16. The resources which are directly available to APEID are limited by the funds made available by Unesco, UNDP and the voluntary contributions. While there is the promise of an increase in UNDP funding, there are declining resources in Unesco's Regular Programme which are affecting particularly the staffing of ACEID.

17. One consequence of these two constraints is that not all areas of interest indicated in the questionnaire replies, nor the interventions at the meeting, can be undertaken during the fourth cycle. Furthermore, innovative ways must now be found to make more effective use of APEID network of National Development Groups (NDG) and the Associated Centres (AC). New approaches will have to be developed through which the Centres can provide resource persons to contribute to APEID activities and also take fuller charge of the management of some APEID undertakings.

Major areas of interest

18. The various programme areas mentioned above were each examined and grouped into three major areas of interest:

I. Education for all;

II. Making education relevant to societal requirements; and

III. Supporting activities and infrastructures common to all educational levels and systems.

19. The various areas proposed for APEID work can be subsumed under one or more of these three major groupings. It was decided that these may be presented in the following manner.

I. Education for all

a) universal primary education

b) literacy training

c) continuing education

This major area would include both formal and non-formal educational structures. The work to be undertaken through APEID would be that which falls under those identified in paragraphs 8-12 above. Generalization of the activities would be carried out under the new Asia-Pacific Programme of Education for All (APPEAL).

II. Making education relevant to societal requirements

a) education for rural development

b) education for the world of work

c) science and technology education including science for all

d) education for the future, and "futures" studies

e) restructuring of secondary education

f) morals and values education

g) special education

The emphasis in these programmes would concentrate particularly on innovations related to these fields and the initiation of programmes which would put these into effect. These could include innovative teaching methods which may have special applications according to the subject matter. Areas already covered under other Unesco programmes are not included. These are population and environmental education, among others.

III. Supporting activities and infrastructures common to all educational levels and systems

a) research and development including measurement and testing

b) curriculum development

c) personnel training, including professional support services

d) educational technology and information technology, including production of reading materials and low-cost teaching aids.

The need to systematically introduce innovations into the above areas was generally agreed by the meeting and they are, therefore, eminently suited for treatment by APEID.

20. There are, however, other important concerns expressed by the participants which fall into other areas, and for which the solutions may depend more on increased resource allocations or continued long-term attention than an innovation. These are, therefore, considered to be areas in which Unesco activities should be co-ordinated with APEID, but not undertaken through it. This includes educational planning, administration, management, financing and facilities.

21. Within its work under the three major areas, APEID will give special attention to certain target groups. This will include, where appropriate, activities tailored to the needs of the small states. It will also focus on the needs of women and girls, out-of-school youth, and disadvantaged groups as appropriate.

Part Four

THE MECHANISM OF APEID, ITS INSTITUTIONAL FRAMEWORK AND METHODS OF OPERATION DURING THE FOURTH PROGRAMMING CYCLE

1. The institutional structures which have emerged under the APEID network include: the Regional Consultation Meetings (RCMs), the National Development Groups (NDGs), Associated Centres (ACs); and the Asian Centre of Educational Innovation for Development (ACEID).

i) Regional Consultation Meetings (RCMs) - These are held periodically for the review of APEID and for developing new directions and activities. They serve as an essential means for the renewal and refinement of the Programme, and for keeping its priorities in line with the nature and innovative educational concerns of the participating Member States.

ii) National Development Groups (NDGs) - These have been constituted by the participating member countries. Their main functions are to: (a) identify and stimulate innovative processes in each country; (b) provide a forum for educational innovators; (c) promote and co-ordinate interchange of experiences among the Associated Centres in the country as well as facilitate inter-country exchange of innovative experiences; (d) co-operate with ACEID in furthering the objectives of APEID and maintaining the follow-up of APEID activities.

iii) Associated Centres (ACs) - The Associated Centres have assumed major responsibilities in implementing the various activities planned under APEID - a direction which needs to be promoted with a view to decentralizing the implementation of the programme and strengthening their role in hosting APEID activities.

iv) Asian Centre of Educational Innovation for Development (ACEID) - ACEID is an integral part of the Unesco Regional Office for Education in Asia and the Pacific (ROEAP), Bangkok. It functions as an interdisciplinary task force.

Methods of operation

2. The principal methods of operation during the third programming cycle of APEID include:

i) Generating and distributing information

ii) Development meetings (regional and sub-regional)

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iii) Training workshops:

a) Regional

b) National

iv) Inter-project and inter-country visits

v) Mobile training teams

vi) Attachments/internships

vii) Sharing of expertise (resource persons)

viii) Joint innovative projects.

3. The meeting reviewed the findings of the two evaluation teams which visited eight member countries in the region and the analysis contained in the relevant working documents. Discussions of these brought out the following points:

Need for better communication with workers at the grassroots level

4. Among the main publications under APEID are inventories, case studies, handbooks and guidelines, instructional materials, occasional papers, reports of meetings and workshops, and information materials such as newsletters. Handbooks for teachers in such areas as teaching mathematics in the elementary grades, language teaching, making audio-visual materials, are needed. Handbooks such as these would be more useful for teachers and other workers in the field than reports of meetings and workshops. If more such publications are made available, individual countries might translate them into their respective national languages. The Regional Office may continue to support such efforts. The need for the newsletter to give more specific information on innovative projects and programmes along with news of the APEID network was mentioned.

Approval of current modalities, or methods of operation

5. There was general support for the current modalities. Mobile training teams would be given a high priority in some countries mainly because, unlike most of the other modalities, there is a built-in mechanism for follow-up action.

6. The necessity for taking particular care in selecting and briefing participants for attachments was mentioned. Participants should not have unrealistic expectations and should spend sufficient time in preparing for their attachments.

7. The value of the joint innovative projects as a force for promoting innovations simultaneously in several countries was noted.

Approval of the existing institutional framework

8. There was general approval of the existing institutional framework comprising ACEID, NDGs and ACs, although different countries had different operational modes. In some, the NDG was autonomous, while in others it was part of a Ministry. The desirability of organizing sub-networks of ACs with similar interests and fields of activity was expressed. Direct linkages between them should be developed to enhance innovations in their respective areas.

9. It was recognized that not all ACs were involved in the third-cycle programmes. There was general agreement that the number of ACs should be restricted so as to include only those likely to really participate, and that some existing ACs may be withdrawn from APEID. However, it was also felt that selected less active ones should be retained since they may have potential relevance for, and join in, future programmes. One reason for inactive ACs was that they joined APEID at a time when the programme was relevant to them, but the changes over the years have made it less so.

10. Within the existing framework, there should be greater decentralization enabling specific countries and groups of countries to better carry out programmes of innovation and development. More responsibilities could be given to NDGs and ACs. A necessary condition, however, was a commitment on the part of the ACs to the Programme. Countries may also need to ensure that the head of the NDG is a person with sufficient authority and/or influence. The objective was not so much to expand the number of ACs, but to improve the quality of their work.

11. In decentralizing the activities of APEID, consideration has to be given to the feasibility of carrying out the kinds of activities now done at the Regional Office, in the member countries. Constraints of various types have to be taken into account so that all countries may play an active role.

12. Some discussion was held about the continuing need to maintain ACEID, and the role of ACEID as a co-ordinating mechanism for the implementation of APEID activities. It was recognized that ACEID, since its inception, has played a key role in facilitating the attainment of the objectives of the Programme. Its role as an integral part of Unesco ROEAP in supporting and co-ordinating programmes and activities is well established. The meeting recognized that the human resources and the range of expertise available to ACEID per se have considerably dwindled since the first cycle. How ACEID can continue to perform its functions in the light of current constraints and new directions in Unesco should be left to the executive decision of the Organization.

Part Five

CONCLUSION

1. The meeting reconfirmed that the human and cultural dimensions of development need to be kept in view when educational programmes are being shaped. The overall objectives for human and societal development were frequently referred to - both in the context of introducing innovations into education, or in drawing up massive new programmes.

2. The high degree of satisfaction of the participating Member States with APEID cannot be overlooked. While a number of suggestions were made for improvements, both the priority areas and the modes of operation were found to be, in the main, responsive to needs at the national level.

3. At the same time, through the effective work of APEID in UPE, it has become evident that there is important work to be done for the millions of illiterates in the region. The nature and magnitude of this task, however, can only partially be dealt with by APEID. The new Asia-Pacific Programme of Education for All (APPEAL) has therefore been given shape during this meeting. The clear conclusion of the meeting is that these two important programmes can and must work together in a complementary and mutually supporting way.

4. Each will be an important programme of the Unesco Regional Office for Education in Asia and the Pacific, and as such, a wide spectrum of human and material resources will be available for their support. It will be ensured that they are interlocked not only with one another but also with additional relevant activities.

5. The maturity of APEID and the resulting available experience can be most advantageous for APPEAL which will be able to utilize many of the existing mechanisms. APEID, by working with APPEAL, will be injected with a renewed sense of reality.

6. Carrying out these two large programmes will require political will and financial support at the national level. It will also require very substantial assistance to support the various regional activities. To those countries which have made financial contributions, the meeting wishes to give its warm acknowledgement. At the same time, as new areas for work open up, it becomes essential that even greater support be found.

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7. It was noted that up till now the voluntary cash contributions of the Governments of Australia, China, India, Iran, Japan, New Zealand, Republic of Korea and Thailand have been made specifically to APEID. In addition, the Government of Japan has also been providing Funds-in-Trust annually to be used for achieving the objectives of APEID. The Asian Cultural Centre for Unesco (ACCU) has been giving support to important programmes in literacy carried out under the auspices of Unesco. Other Member States have also been providing support in kind to various regional programmes of Unesco. These contributions and support are not mere assistance for regional programmes. They are contributions towards a better educated society.

Annex I

AGENDA

1. Inaugural session

2. Election of Officers of the Meeting

3. Evaluative review of the third-cycle operation of APEID (1982-1986):

   a) Tripartite Review of Project RAS/82/015

   b) Overall review of the progress of APEID during the third programming cycle (1982-1986)

4. Consideration and adoption of the Regional Plan of Action for the Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in Asia and the Pacific

5. New directions of APEID for the fourth programming cycle (1987-1991) - Identification of programme areas of concentration

6. The mechamism of APEID, its institutional framework and modalities of action for the fourth programming cycle, and its complementarity with APPEAL

7. Consideration and adoption of the draft report

8. Closing of the Meeting

Annex II

ADDRESSES

Welcome Address by Mr. Makaminan Makagiansar, Assistant Director-General for Co-ordination of Unesco Activities in Asia and the Pacific, Unesco Regional Office for Education in Asia and the Pacific, Bangkok

Your Excellency, Mr. Chuan Leekpai, Minister of Education of Thailand,
Distinguished Delegates,
Ladies and Gentlemen,

Allow me to convey to you, on behalf of the Director-General of Unesco, Mr. Amadou-Mahtar M'Bow, our warmest greetings of welcome. We, in the Secretariat, in the conduct of our tasks of serving the Member States of Unesco and of implementing the decisions taken by the highest policy-making bodies - the Executive Board and the General Conference - feel especially gratified to see unfailing support to our world organization through your presence here today and over the next two weeks. Indeed, they are the Member States that make Unesco as it was in the past, as it is at the present, and as it will be in the future. Your participation today enhances the intellectual function of Unesco and it is through your constructive deliberations that the aim assigned to it in its Constitution of helping to "...maintain, increase and diffuse knowledge" is pursued incessantly.

This morning we are particularly honoured by having amongst us a most outstanding personality, statesman and educator, in the person of His Excellency Mr. Chuan Leekpai, Minister of Education of Thailand, who has kindly agreed to deliver the opening speech and to inaugurate our meeting. We are most grateful to you, Sir, as we are well aware of your extremely busy schedule. Your message that you will pronounce in a few moments will, I am most confident, inspire all participants and provide the setting of what is anticipated to become a successful meeting.

I wish to convey my warm appreciation to the Secretary-General of the Unesco National Commission of Thailand, Dr. Saiyut Champatong. His presence this morning shows once again the excellent relationship between the National Commission and Unesco from which we have benefited over the years. I would also like to thank the United Nations Development Programme for their close work with Unesco and to welcome Mr. David Thorup who is attending this meeting

on behalf of the Regional Representative of UNDP. I am most appreciative of the participation of observers from different organizations with which Unesco has maintained and continues to maintain close collaboration. Finally, it is a great pleasure to welcome back our colleague Mr. Akihiro Chiba, former Deputy Director to the Unesco Regional Office for Education, and who is now serving at Headquarters in Paris, in the high position of Deputy Assistant Director-General of Education.

The event which begins this morning is exceptionally important as it is composed of a cluster of meetings. There are three in number, but they have been combined to take advantage of the immense breadth and depth of knowledge which you, collectively, possess. One meeting is the Tenth Regional Consultative Meeting on the Asia and Pacific Porgramme of Educational Innovation for Development, better known as APEID. The second meeting is the Regional Experts Meeting on the Regional Programme for the Universalization and Renewal of Primary Education and the Eradication of Illiteracy in Asia and the Pacific. This meeting will mark the beginning of a new Major Asia and Pacific Programme of Education for All which will be known as APPEAL. The third meeting which begins next Wednesday on 28 May, will be a follow-up meeting for the first two. This Programme Development Meeting will provide you with a chance to suggest work plans for both APEID and APPEAL. Together these meetings will give the shape of two important areas of activity of this office.

The Tenth Regional Consultation Meeting on APEID, I hope, will bring out once again the vital importance of this Programme. Perhaps the most remarkable achievements that have been achieved so far through the adoption of a four-year time frame which started some 12 years ago, have been the fact that APEID has become fully rooted in the activities of the Member States following their aspiration and objectives. This shows that through APEID the Member States within the framework of Unesco succeeded in developing new patterns of regional co-operation in education in the region, as requested by the founders at the very inception of APEID back in 1970. It also demonstrates that the conceptual framework that was developed in Chiangmai in February 1971 which identified "Educational Innovation for Development" is most appropriate; an innovation not conceived as an end in itself but as a means to bring about educational changes which are carefully designed and meaningfully directed towards clear objectives. We have now come to the fourth cycle, and I am confident that the high level of representation at this Meeting will bring about once again, as in the past, the vitality and the importance of this unique type of regional co-operation in education in the region. As the mandate of APEID stresses, educational innovation for development shows an extremely realistic approach. As for the human biological body and for any

system of culture, continuity and growth are dependent upon the extent of the way they regenerate, they renovate, adapting themselves of changing imperatives posed by the time race against environmental changes, material and cultural. Uniquely these are the products of human creativity and ingenuity that, in bringing to mankind the fruits of civilization, require simultaneous adjustments of human behaviour and institutional adjustments. Any system of human endeavour, in order to succeed and survive, requires the injection of an innovative approach and in making innovation the central dynamic force, APEID has shown that it has been able to achieve its objectives in the interest of the Member States in the region. APEID belongs to the Member States, and I certainly do anticipate the important intellectual and professional contributions from the present Meeting to make APEID a programme which is not only meaningful but vital and stimulating for regional and international co-operation, but most of all meaningful in terms of its human context.

Your Excellency, Ladies and Gentlemen,

Let me now turn to the new Asia and Pacific Programme of Education for All and to which we propose to give the acronym APPEAL. The seeds of this project were planted only last year by the Fifth Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and the Pacific.

Why do the Member States of Unesco consider this issue important? Let me cite a few figures which will underscore the urgency of this Programme.

The number of illiterates in Asia and the Pacific is estimated to have increased from 537 million in 1970 to 618 million in 1985. This is, I regret to say, some 75 per cent of the illiterates in the entire world. At a time when it has become recognized that mass literacy is sine qua non for economic development, these are very troubling figures.

Distinguished Participants, I do not wish by these warnings to do any discredit to the substantial progress you have already made. After all, over the last 15 years, the overall illiteracy rate has dropped from 46 per cent of the total population to 36 per cent. But the Ministers who attended MINEDAP V were not satisfied with this performance, and they have therefore asked the Director-General to initiate a new and major project which would aim to substantially eradicate illiteracy by the year 2000.

This office has given careful consideration to this charge and has prepared for consideration by the Regional Experts Meeting a document which defines the need for this programme and outlines

the actions which will need to be undertaken. One salient point, of which you will already have taken note, is that APPEAL has three essential components: literacy, universal primary education, and continuing education. At the level of individuals, literacy is not a "one-shot" affair - it is a lifetime commitment. Without continuing to use literacy skills and continuously improving them, the advantages of becoming literate may quickly be lost.

Your Excellency, Ladies and Gentlemen, may I share with you our reasons for combining these meetings. To be sure, in time of slim budgets, Unesco finds it necessary to combine certain activities so that they reduce expenditure. But far more important than that, is the complementarity between these two programmes, which resulted from decisions, although distant in timing, taken by the highest decision-making body of the Organization, the General Conference. APPEAL will require massive actions on a large scale by governments for its implementation. APEID, for its part, provides support to a community of educationists who are dedicated to generating innovative ideas for education in chosen priority fields.

It is clear, therefore, that the programmes are distinctly different, and one must not be subsumed by the other. In short, their work needs to be harmonized so that they can become mutually supportive, and at the same time each needs to maintain its individual identity.

The task before us is a challenging one, and a humanly meaningful and regionally concerted effort, as it deals with millions of people and most importantly our children, the generations to come from whom life, I pray, will be filled with better knowledge of human understanding, mutual respect and cultural enjoyment.

Once again, may I express my warmest welcome to all of you.

As we celebrate the 40th anniversary of Unesco this year, it is important to reflect on the excellent work by so many men and women to make Unesco the Organization its founders intended it to be, that is to advance, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims. I am sure that all collective commitments to Unesco's objectives and ideas reinforce all efforts in maintaining and creating a world for all children which hopefully can become only better, but most of all spiritual meaningful for the generations to come.

I wish you success in your deliberations.

Statement of Mr. A. Chiba,
Deputy Assistant Director-General of Education, Unesco, Paris

Your Excellency, Mr. Chuan Leekpai,
Dr. Saiyut Champatong,
Mr. Makagiansar,
Mr. Thorup,
Distinguished Participants and Friends,

It is such a privilege for me to be able to come back to Thailand so soon after my transfer to Paris, and it is indeed a great pleasure for me to meet you once again.

At present, the Executive Board of Unesco is meeting in Paris where critical issues facing the Organization are being discussed and secretariat staff members are normally obliged to stay there. However, in view of the importance attached to the preparation of the new Major Regional Programme on Universalization of Primary Education and Literacy and the renewal of APEID for 1987-1991, both the Director-General and the Assistant Director-General for Education exceptionally requested me to be present at this meeting. The Director-General did indeed refer to this meeting in the course of his reply to the general policy debate last week, expressing his hope that the adoption of the Major Regional Programme in Asia and the Pacific will contribute to the eradication of illiteracy and the universal provision of primary education in the most populated region of the world before the year 2000.

Distinguished participants will no doubt agree with me that improvement of the educational map of the world depends very much on the performance of this region where reside three-fourths of the world's illiterate population. The recognition of this gravity motivated the delegates of this region at the Unesco General Conference in Sofia to take a very active role to authorize the launching of a new regional programme now called APPEAL and to strengthen APEID which has been a forerunner of new concept and form of regional co-operation, i.e., innovation, networking approach and TCDC.

The same session of the General Conference appealed to proclaim an International Literacy Year and to formulate a comprehensive strategy for the eradication of illiteracy as the essential element of Unesco's Third Medium-Term Plan. These actions at global and regional level must be complementary and reinforcing

each other. I hope this meeting will find time to discuss the link between APPEAL and the global strategy for the eradication of illiteracy. Along with the major regional programmes, both in Africa and in Latin America which Unesco has already launched, APPEAL is a significant new addition to Unesco's global strategies for education for all.

This region is very proud in that APEID has effectively contributed to the birth of similar programmes in various parts of the world, and it has now matured itself as a prestigious programme of Member States and Unesco in this region. As requested by the General Conference, Unesco is currently engaged in the evaluation of the impact of these regional networks for educational innovation in which APEID will obviously serve as a model, with a view to seeking the renewal and renovation of these programmes. It is hoped that this meeting will give clearly new directions and dimensions of regional co-operation in education.

While APEID seeks continuing innovation and renewal of educational development, APPEAL will address itself to the critical and urgent task of achieving universal primary education and literacy with a specific target date in mind, i.e. year 2000. In this sense, APEID and APPEAL are mutually supportive and reinforcing.

How can APEID be meaningful if majority of children cannot attend school or dropout of school prematurely? In the same token, APPEAL cannot be effective if educational programmes, whether formal or non-formal, are not continuously renewed and renovated. We believe that these two major regional programmes will break through the vicious circle or impasse existent on the educational scene, trying to achieve mass literacy, universal access to primary schooling, improvement of quality and relevance of education, promoting effective learning and continuing education.

This meeting will no doubt be marked as an important milestone in the history of regional co-operation in education. We are celebrating the 40th anniversary of the Organization this year. During 40 years of its mission, many significant activities have been undertaken, and we are sure that in our regional co-operation in education, APEID appears prominently in our list of achievements. This Regional Office is also celebrating its 25th anniversary this year. As you will recall, the Regional Office was established in 1961 to follow up the implementation of the Karachi Plan. It is indeed significant to realize that the new regional programme called APPEAL, which is the renewal of the Karachi Plan in a new context, is now being launched on the occasion of the 25th anniversary of ROEAP. It is my duty to assure you that Unesco will do everything possible within its means to provide its full support and to ensure the success of the two programmes.

I wish you every success of the meeting.

Statement of Mr. David M. Thorup,
UNDP Deputy Regional Representative, Bangkok

Mr. Minister,
Mr. Assistant Director-General,
Mr. Deputy Assistant Director-General,
Mr. Secretary-General of the Thailand National Commission for Unesco,
Distinguished Participants and Guests,

It is always a pleasure for UNDP to participate in the activities of our jointly sponsored UNDP/UNESCO project for Regional Technical Co-operation in Educational Innovation which provides support to the Asia and the Pacific Programme of Educational Innovation for Development. Over the twelve years that the UNDP-supported project has been in operation, APEID has tackled some challenging and important issues in educational innovation. It has been particularly successful in addressing the priority needs of the participating countries, learning from previous experience and maintaining innovation by modifying the focus of the project so that the priority educational concerns of the participating countries continue to be addressed.

UNDP believes that APEID has been able to successfully respond to the changing needs of the member countries largely because APEID is not an institution, but a network which facilitates inter-country co-operation through mutual self help. The network, consisting of the member countries, jointly designs and develops APEID's activities. The activities are then implemented and supervised through the institutions associated with the network.

To further strengthen the network and its ability to design, develop and implement activities, UNDP will encourage APEID, in the next project cycle, to further decentralize project activities and responsibilities to the selected national centres of the network. We would like to emphasize that this would also be in keeping with the main aim of the project - to strengthen national capabilities for the development and implementation of innovation in educational systems in order to enhance the contribution of education to development.

The UNDP sponsored project could, if needed, consider assisting in the provision of programme support directly to the national centres which will be selected to carry out these decentralized activities. UNDP encourages APEID to use this support judiciously to increase the self-reliance of the network by

strengthening the member institutes. As was emphasized by Mr. Prattley, our former UNDP Regional Representative, in his inaugural address to the last Regional Consultation Meeting, UNDP cannot hope to continue to finance the project indefinitely. Thus we would hope that the activities undertaken in our Fourth Programme Cycle can be undertaken with the commitment to make the network self-sustaining as soon as possible.

The particular aspects of educational development that UNDP would encourage APEID to focus on in the next cycle include the continued development of educational programmes designed for youth, particularly out-of-school youth, and women, as well as innovations in the area of education for work. We recognize that these areas are particularly difficult to successfully address, given the current social and economic realities faced by the countries of the APEID network. Yet these areas, if tackled successfully, would significantly enhance the contribution of education to the development process in the Asia and Pacific region. We believe that APEID, given its previous successful accomplishments, is a most appropriate mechanism to take up these difficult changes and find pragmatic, implementable strategies which will begin to address them.

We are very gratified to have this opportunity to join all of you in the Tenth Regional Consultation Meeting, particularly since it marks another significant milestone in APEID's long and fruitful existence.

Thank you.

Inaugural Address by H.E. Mr. Chuan Leekpai,
Minister of Education, Government of Thailand

Mr. Assistant Director-General,
Distinguished Participants,
Ladies and Gentlemen,

It gives me great pleasure to be present at this important gathering to-day to welcome the distinguished participants and observers from countries of the Asia and Pacific region, as well as observers from international and regional organizations. On behalf of the Government of Thailand, may I extend to you all a very warm welcome to our country.

Ladies and Gentlemen, I have personally been following with interest the outcome of several meetings organized by the Unesco Regional Office, which have direct bearing on the APEID. I am

pleased to see that the current meeting demonstrates the joint effort of Unesco and the Member States to maintain the continuity of existing programmes, while searching for new ventures for the benefit of the Member States. In so doing, Unesco is making full use of the accumulated experiences as well as adding fresh ideas to its work in support of the Member States' efforts to solve their dilemma and face new challenges in education.

Ladies and Gentlemen, APEID as a regional mechanism has been a catalyst in creating, for this region, a large and cordial community of educators and a valuable pool of resources, physical, human and intellectual, from which Member States may benefit and contribute at the same time. It provides a wealth of experiences for seeking alternative ways and means to solve the common educational problems in the countries of the region. It is therefore necessary, after a certain period of operation, to undertake a systematic review of the activities: to see how far the stated aims and objectives have been achieved in practice: to consider the impact of the programme at the local, national and regional levels; and to look forward towards the next cycle of the programme. This process of review and planning should contribute greatly to drawing up a sound and innovative future programme for APEID.

Let me now turn to the emergence of another regional programme which aims at universalizing primary education and eradicating illiteracy. This programme, as I recall, was recommended by the Fifth Ministers' Conference held in Bangkok a year ago, of which I had the privilege of serving as Chairman. I am indeed pleased to see the rapid response by Unesco to the Ministers' recommendations. By launching the new programme, to be known as APPEAL, mass operational programmes in UPE and literacy will receive more attention than ever before. This is most appropriate, since the magnitude of the problem of illiteracy and universal primary education in this region requires a concentrated effort of all concerned and at all levels: national, regional and international. I am also gratified to see that the new programme will include activities which will promote continuing or lifelong education. These areas, which go beyond the traditional school structures, are receiving increasing attention in the countries, and are an essential component of an education system.

As far as Thailand is concerned, we have, during the past two decades, placed greatest emphasis on UPE and literacy, and thanks to national support and co-operation at the central and grassroots levels, we feel that we have made satisfactory progress in these two important areas. Our National Literacy Campaign launched three years ago by the Prime Minister himself and supported

by volunteers nationwide, has achieved in turning 173 districts in remote rural and urban poor areas into illiteracy-free zones. UPE rate of Thailand has now risen to 96-98 per cent. The problems however remain in the upgrading of the quality of primary education, and in the extending of secondary education opportunity to the rural poor. In view of the fact that at present only 43 per cent of primary school leavers continue to the secondary level, our target by the end of the Sixth Plan is to increase the enrolment to 65 per cent.

Another serious problem in Thailand concerns the question of education and employment, therefore our Sixth Plan aims at providing a more direct link between education and the world of work, particularly by organizing in co-operation with the private sector apprenticeship and on-the-job training programmes for students. I am certain that Thailand is not the only country in this region facing the current crisis of increased unemployment among school graduates. It is our duty, as educationists, to try to do our utmost to make sure that the education we provide both in school and out-of-school is relevant to the current and future economic and social needs of the country.

I hope the experience I have shared with you about the educational problems in Thailand will be of some use to your consideration and deliberations during this Meeting.

Distinguished Participants, the topics to be discussed at this Meeting are of great importance, and certainly deserve your collective wisdom. Despite your tight schedule, however, I do hope that you can find some time to relax and enjoy our traditional culture and surrounding.

As time is now auspicious, may I declare open the three meetings, and wish all of you every success in your deliberations.

Thank you.

Annex III

LIST OF PARTICIPANTS

A. Participants

AFGHANISTAN : Mr. Abdul Hamid Mobarez, Deputy Minister of Education in Literacy Affairs, Ministry of Education, Kabul

Mr. Said Nejatullah Hussiani, President, International Relations Department, Ministry of Education, Kabul

AUSTRALIA : Miss Margaret J. Young, Chairman of the NDG, Senior Lecturer, Special Education, University of Tasmania, G.P.O. Box 252C, Hobart, Tasmania 7001

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Mrs. Dong Jianhong, Programme Planning Division, Chinese National Commission for Unesco, 37 Damucanghutong, Xidan, Beijing

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SOCIALIST REP. OF VIET NAM	:	Prof. Dr. Pham Minh Hac, Vice Minister of Education, Director-General of the National Institute of Educational Science, Chairman of the NDG, Ministry of Education, Hanoi
		Prof. Dr. Nguyen Minh Duong, Deputy Director of General Department of Vocational and Technical Education, Director, Institute of Vocational and Technical Educational Research, Vice-Chairman, National Development Group, 106 Tran Hung Dao St., Hanoi
		Mr. Phi Van Gung, Secretary of NDG, Ministry of Education, Hanoi
SRI LANKA	:	Mr. D.A. Perera, Chief Adviser, Ministry of Education, "Isurupaya", Sri Jayawardanapura - Kotte, Battaramulla
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THAILAND	:	Dr. Kowit Vorapipatana, Director-General, Department of Non-formal Education, Ministry of Education, Bangkok
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		Miss Napa Bhongbhibhat, Director, Centre for Educational Innovation and Technology, Department of Non-formal Education, Ministry of Education, Bangkok
		Mr. Pisarn Soydhurum, Chief, Office of the Director, Institute for the Promotion of Teaching Science and Technology (IPST), 924 Sukhumvit Road, Bangkok

TONGA : Mr. Paula S. Bloomfield, Director of Education, Ministry of Education, P.O. Box 61, Nuku'alofa

B. Observers

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C. Consultant and Resource Persons

Prof. Phillip Hughes, Professor of Education, Head of Department of Teacher Education, University of Tasmania, Box 252C, G.P.O. Hobart, Tasmania, Australia 7001 (attending from 20 to 24 May)

Dr. M.C. Pant, c/o Unesco Regional Office, Bangkok, Thailand

Dr. Kamol Sudaprasert, Deputy Director-General, Department of Curriculum and Instruction Development, Ministry of Education, Bangkok, Thailand

D. United Nations Development Programme (UNDP)

Mr. David Thorup, Deputy Regional Representative, UNDP, Bangkok

Ms. D. Beckett, Programme Officer, UNDP, Bangkok

E. United Nations Educational, Scientific and Cultural Organization (UNESCO)

Mr. Makaminan Makagiansar, Assistant Director-General for Co-ordination of Unesco Activities in Asia and the Pacific, Unesco ROEAP, Bangkok

Mr. Akihiro Chiba, Deputy Assistant Director-General/Education, Unesco, Paris

Mr. John Beynon, Deputy Director a.i. and Principal Architect, Unesco ROEAP, Bangkok

Mr. L. de la Cruz, Regional Adviser on Population Education, Unesco ROEAP, Bangkok

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Mr. H.K. Paik, Chief of ACEID a.i. and Specialist in Training of Educational Personnel, ACEID, Unesco ROEAP, Bangkok

Mr. A.I. Dyankov, Specialist in Instructional Materials, ACEID, Unesco ROEAP, Bangkok

Mr. T.M. Sakya, Educational Adviser, Unesco ROEAP, Bangkok

Mr. B. Cahill, Publications Officer, Unesco ROEAP, Bangkok

Mr. M. Ashraf Qureshi, Programme Specialist (Teacher Training in Technical and Vocational Education), Unesco ROEAP, Bangkok

Mr. P.K. Kasaju, Specialist in Developmental Research in Education, ACEID, Unesco ROEAP, Bangkok

Ms. Namtip Aksornkool, Programme Specialist in Literacy Training, Research and Development, Unesco ROEAP, Bangkok

Ms. Charatsri Vajrabhaya, Assistant Programme Specialist, ACEID, Unesco ROEAP, Bangkok

Annex IV

MEMBERS OF THE WORKING COMMITTEE

1. Dr. Kowit Vorapipatana (Thailand) - Convener
2. Mr. Anand Sarup (India)
3. Mr. Jogi N. Guivalu (Fiji)
4. Dr. W.P. Napitupulu (Indonesia)
5. Prof. Haruo Nishinosono (Japan)
6. Mrs. Kumud Bansal (India)
7. Dr. Moegiadi (Indonesia)
8. Prof. Shigekazu Takemura (Japan)
9. Dato' Abdul Rahman bin Hj. Arshad (Malaysia)
10. Mr. Ramesh Jung Thapa (Nepal)
11. Prof. Donald Bewley (New Zealand)
12. Mr. A.K. Neuendorf (Papua New Guinea)
13. Dr. Dolores Hernandez (Philippines)

Annex V

LIST OF DOCUMENTS

I. Information documents

ROEAP-86/APEID.CM/INF.1	- General Information Paper
ROEAP-86/APEID.CM/INF.2 (Rev.1)	- List of documents
ROEAP-86/APEID.CM/INF.3	- Provisional List of Participants

II. Working documents

ROEAP-86/APEID.CM/WD.1 (Rev.1)	- Agenda
ROEAP-86/APEID.CM/WD.2 (Rev.1)	- Annotated Agenda
ROEAP-86/APEID.CM/WD.3 (Rev.1	- Schedule of Work
ROEAP-86/APEID.CM/WD.4	- Progress report of APEID for the period June-December 1985
ROEAP-86/APEID.CM/WD.5	- Evaluation report of the third programming cycle of APEID (1982-1986)
ROEAP-86/APEID.CM/WD.6	- APEID - its development during the three programming cycles (1974-1986) (with an annex of APEID activities scheduled for 1986)
ROEAP-86/APEID.CM/WD.7	- Asia-Pacific Programme of Education for All (APPEAL)
ROEAP-86/APEID.CM/WD.8	- Synthesis of responses received from the Member States on possible programme areas of concentration, mechanism, institutional framework and modalities of action for the fourth cycle of APEID

III. Reference documents

ROEAP-86/APEID.CM/REF.1 - UNDP Project Document RAS/82/015, with the latest budget revision E

ROEAP-86/APEID.CM/REF.2 - Final report of the Ninth Regional Consultation Meeting on APEID (Bangkok, 20-26 March 1984), of which pages 5-29 record the Tripartite Review of Project RAS/82/015 made in 1984

ROEAP-86/APEID.CM/REF.3 - Texts of:

1. Fifth Regional Conference of Ministers of Education and those Responsible for Economic Planning in Asia and the Pacific (MINEDAP V), Bangkok, 4-11 March 1985: Recommendation Nos. 1, 2, 8, 9, 10, 12, 15, 16, 17, 20, 22, 26, 28

2. Advisory Committee on Regional Co-operation in Education in Asia and the Pacific, Third Session, Bangkok, 12-15 March 1985: Final report, pages 14-19

3. Unesco General Conference, 23rd Session, Resolutions Nos. 2.1, 2.3, 2.4, 2.7, 2.8, 2.10, 4.6, 4.7, 4.11, 5.1, 5.5, 6.1